

**THE STUDENTS' ABILITY IN USING PERSONAL PRONOUNS
IN NARRATIVE PARAGRAPH AT THE SECOND YEAR OF
SMA N 1 DURI**



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**THE STUDENTS' ABILITY IN USING PERSONAL PRONOUNS
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SMA N 1 DURI**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Bachelor Degree in
English Education
(S.Pd)**



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ABSTRAK

Judul skripsi ini adalah” **kemampuan murid dalam menggunakan personal pronoun dalam narasi paragraph di SMA N 1 Duri kelas 2**”.

Subject penelitian ini adalah murid SMA N 1 Duri kelas 2, dan object penelitian ini adalah kemampuan murid dalam menggunakan personal pronoun dalam narasi paragraph.

Permasalahan yang ditemukan oleh penulis adalah tentang kemampuan murid dalam menggunakan personal pronoun dalam narasi paragraph.

Penelitian mempunyai dua pertanyaan penelitian. Pertanyaan penelitian pertama adalah bagaimana kemampuan murid dalam menggunakan personal pronoun dalam menulis narasi paragraph dan pertanyaan ke dua adalah faktor – faktor yang mempengaruhi kemampuan murid dalam menggunakan personal pronoun dalam narasi paragraph.

Dalam penelitian ini, penulis hanya mengambil 15% dari 319 murid sebagai sampel. yaitu 48 murid. Teknik pengumpulan data yang digunakan adalah tes dan interview. Tes di gunakan untuk mengetahui kemampuan murid dalam menggunakan personal pronoun dalam menulis narasi paragraph dan data pada faktor – faktor yang mempengaruhi kemampuan murid dalam menggunakan personal pronoun dalam narasi paragraph.

Untuk mengetahui persentase, penulis menggunakan rumus sebagai berikut:

$$P = \frac{F}{N} \times 100\%$$

Berdasarkan data analisa, penulis mengambil kesimpulan bahwa kemampuan murid dalam menggunakan personal pronoun dalam narasi paragraph adalah di kategorikan bagus dan banyak faktor – faktor yang mempengaruhi kemampuan murid dalam menggunakan personal pronoun dalam narasi paragraph, seperti minat, motivasi, waktu yang cukup dan fasilitas.

ABSTRACT

The title of this thesis is “the students’ ability in using personal pronouns in narrative paragraph at the second year of SMA N 1 Duri”.

The subject of this study is the second year of SMA N 1 Duri and the object of this study is the students’ ability in using personal pronouns in narrative paragraph.

The problem found by the writer is about the students’ ability in using personal pronouns in narrative paragraph.

This research has two research questions. The first question is how is the students’ ability in using personal pronouns in narrative paragraph and the second question is factors influence the students’ ability in using personal pronouns in narrative paragraph.

In this research, the writer just took 15% of 319 students as sample. It was 48 students. The techniques of data collection are test and interview. Test was used to know the students’ ability in using personal pronouns in narrative paragraph and the data on factors influence the students’ ability in using personal pronouns in narrative paragraph.

To know the percentage, the writer used formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Based on the analyzed data, the writer can make conclude that the students’ ability in using personal pronouns in narrative paragraph is in good categories and many factors influence the students’ ability in using personal pronouns in narrative paragraph such as interest, motivation, adequate time, facilities and teacher’s motivation.

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CHAPTER I

INTRODUCTION

A. Background

Language is a means of communication related each other. We know that there are many languages in the world, one of them is English. It is an international that has been well known and many people have been trying to learn it. In learning a foreign language, we must have language skills. They are very necessary to be learned because they are useful in our lives. They are: listening, speaking, reading, and writing. These skills are related each other. Brown (1994: 217) says that in English language teaching has four skills listening, speaking, reading, writing as a paramount importance, all of them support one another. Besides these skills, they also learn English language components such as grammar, vocabulary, pronunciation, translation, and etc. We must be able to master them well, but no body is perfect, it means that we cannot know about all of them perfectly. If we are able in speaking, so sometimes, we do not know how to write well or vise – versa. Even though we have studied English from elementary school up university, but we are difficult to understand them.

English also develops in science and technology. They can be seen in our lives. There are a lot of information obtained written in English. It is also a language which functions as an instruments of international communication. Based on Brown (1994: cited in Yessi Hartilena,. 2007: 1), English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and science research.

Writing is one of the four language skills. It is very essential to be learned. It is not an easy work because when we want to write something, we should demonstrate our English grammatical competence and the knowledge of writing. Reid (1998 cited in Fina Varita, 2007: 1) argues that the fundamental of writing are (1) prewriting: thinking before writing (2) organization: write straight for word prude, (3) development : supporting ideas, (4) revision : look again change and strengthen, (5) grammar and mechanics.

There are four kinds of writing, they are descriptive, narrative, expository, persuasive or argumentative. We know that writing is the master of the other language skills. Hence, we must be able to make a writing well. It is one of the most common ways to extend our ideas and develop our talent. That statement is also supported by Hughey et al (1983: 33): they say that through writing, we express our feelings, our hopes, dreams and joys as well as our fears, angers and frustrations. We must pay attention to some ways in writing, especially in narrative paragraph, we tell about our experiences either in the past, present or future. The subject matter of narrative paragraph consists of the recounting of incident, action or movement in narration. The sentences are usually organized according to time order. According to Glatthorn (1980 cited in Nurhidayati, 2006: 3) narrative paragraph tells a series of related events : first this happened, then this happened, then this happened.

There is an important thing that we know in narrative paragraph. It is about personal pronouns in writing. Based on Cliffs (1995: 78) there are five forms of pronouns in English: Subject pronouns, complement pronouns (objective pronouns), possessive pronouns, possessive adjectives and reflexive pronouns. In this case, the writer only takes subject pronouns and complement pronouns (objects pronouns). According to Mellie and Paniene (1976 cited in Nurislami, 2004 : 7) personal pronouns are ones that showed by

their form whether they refer to the speaker, those spoken to, or those spoken about. In this research, personal pronouns means words that are used in the place of nouns, such as : I, you, we, they, him, her, his, it, etc. they are important to be known. If we do not pay attention to personal pronouns in paragraph, so we repeat the same name of the people or noun in a sentence, that is why we should change their pronouns because we do not know what we must put in the sentence. Based on Collin (1994 cited in Mimi Saprilia,. 2006 : 1) pronoun is a word that is used instead of noun, when we do not want to name someone or something directly, for example Personal pronouns of subject and object. They are I, you, we, they, he, she, it and him, his, her, it, me, you.

According to Azar (1989: 226), there are kinds of personal pronouns. They are personal pronouns agreement with noun, agreement with indefinite pronouns, agreement with collective nouns. Each of them must be learned, so in making narrative paragraph we can differ them. Based on Nurislami (2004) in his quantitative research, he focused his research on students' ability in using personal pronouns and possessive pronouns at MTS Air Tiris. In his research, he said that students of MTS Air Tiris were still low in using personal pronouns. Mimi Saprilia (2007) also said that students of MTSN Naumbay Air Tiris were difficult in using personal pronouns. Hence, writer is interested to do observation at SMUN 1 Duri.

SMU N 1 Duri is one of the favorite schools in Duri. This school has many subjects. One of them is English. Based on syllabus of SMU N 1 Duri (2007) there are four skills studied here. They are listening, speaking, reading and writing. English is taught two times a week. Writing is the lesson that is in concluded into English. There are four kinds of writing. They are narrative, descriptive, expository, persuasive or argumentative. But there

are only three kinds of writing studied here. They are narrative, descriptive, and expository writing. Besides, pronoun is also studied in English, it is one of the components in grammar. Ideally, students can study English well but the fact, the students cannot get good scores and are difficulty in studying English, especially in using personal pronouns in narrative paragraph.

After doing preliminary study and observation, the writer found that there were many students who still have difficulties in using personal pronouns in narrative paragraph well. They also could not differentiate between personal pronouns of subject or object and they could not do exercise on subject and object pronouns in narrative paragraph, therefore the writer does this research. It is very necessary to be carried out in order that the students can know personal pronouns in narrative paragraph. If the students cannot differentiate personal pronouns in narrative paragraph, so they will repeat the same name of the people or noun. Example :

Susi wants to buy a doll to his boy friend, because he loves her very much.

After seeing example above, the students still have difficulties in using personal pronouns in sentence. The example of sentence above is wrong. It should be made like this :

Susi wants to buy a doll to her boy friend, because she loves him very much.

This case can be seen from the phenomena as follow :

1. Some of students are not able to use personal pronouns in narrative paragraph.
2. Some of the students get difficulties in using personal pronouns in narrative paragraph.
3. Some of the students do not know the kinds of personal pronouns.

4. Some of the students have been taught the personal pronouns, but they are not able to identify personal pronouns in writing narrative paragraph.
5. Some of the students still make mistakes in using personal pronouns in writing narrative paragraph.
6. Some of students misuse personal pronouns in writing narrative paragraph.

Based on the phenomena above, the writer is interested in conducting a research entitled “ **The Students’ Ability in Using Personal Pronouns In Narrative Paragraph At Second Year Of SMU N 1 Duri**”.

B. Definition of the Terms

1. Ability is capacity or power to do something physical or mental. (Oxford Advanced Learner’s Dictionary, AS Hornby, 2000: 2). In this study, ability means the students have capacity of power in using personal pronouns in narrative writing.
2. The student is a person who is studying at a school, college, university, etc. (Oxford Advanced Learner’s Dictionary, AS Hornby, 2000: 1344)
3. Pronoun is a word used instead of noun (oxford learner’s Pocket Dictionary, Manser, 1991:330). In addition Manurung (2001 cited in Sulastrri., 2007: 2) adds that a pronoun is a word that can replace a noun in most sentences.
4. Personal pronouns are ones that showed by their form whether they refer to the speaker, those spoken to, or those spoken about Millie and Paniene (1976 cited in Nurislami., 2004 : 7)

5. Narration is the telling or relating of occurrences or a series of events (Syafii et al, 2007 : 16). It means that an event tells about experiences happened either ourselves or the other people in the last time.
6. Paragraph is a unit of organization of language which serves to indicate how the main ideas in written text are grouped. (Longman, 1992:262). A paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about topic. (Syafi'i et al, 2007: 2)

C. Problems

1. Identification of the problem

Based on background of the problems and phenomena above, there are some problems can be identified in this study as follow:

- a. Why are the students not able to use personal pronouns in narrative paragraph?
- b. What factors influence the students' difficulties in using personal pronouns in narrative paragraph?
- c. What factors cause students do not know the kinds of personal pronouns?
- d. What factors cause the students still make mistakes in using personal pronouns?
- e. What factors cause students misuse personal pronouns in writing narrative paragraph?

2. Limitation of the problems

Because of the limited time and the ability of writer, she just limits problems and focuses on the scope the students' ability in using personal pronouns of subject and object

in narrative paragraph and factors influence the students' ability in using personal pronouns in narrative paragraph.

3. Formulation of the problems

Based on the limitation of the problems above, the problems are formulated as follows:

- a. How is the students' ability in using personal pronouns in narrative paragraph?
- b. What factors influence the students' ability in using personal pronouns in narrative paragraph?

D. Objective and Significance of the Study

a. Objective of the research

1. To find out the ability of the second year students of SMU N 1 Duri in using personal pronouns in narrative writing.
2. To obtain the factors that influences the students' ability in using personal pronouns in narrative writing.

b. Significance of the study

1. To give a lot of information for students and increase their ability in using personal pronouns in narrative writing.
2. As an input for students of SMU N 1 Duri to improve their students' ability in using personal pronouns in narrative writing.
3. To fulfill one of the partial requirements for the graduate of SI Degree at English Education Department of UIN SUSKA RIAU.

E. Reasons for Choosing the Title

The writer is interested to choose this research because of the some reasons:

1. This topic is very important to be discussed because it can increase students' ability in using personal pronouns in narrative writing.
2. This topic is interesting because it can give us a lot of information about personal pronouns in narrative writing.
3. As far as the writer concerns, the title is not research yet.

CHAPTER II

THEORETICAL FRAMEWORK

A. Theoretical framework

a. Ability and related concept

According to Hornby (2002: 2), ability is the capacity or power to do something physical or mental. It means that the students have energy in using personal pronouns in narrative writing.

Yuladina (2007 cited in Fina Varita,. 2007: 8) states some concepts related to ability are as follows:

1. Intelligence

For those who have high intelligence, they will have high ability in learning process.

2. Interest

For those who study something that they do not interest, it will influence their ability to master the subject.

3. Motivation

The higher motivation that we have, the easier we learn something.

2. Health

The bad health will decrease the ability in learning something.

b. Nature of Personal Pronouns

Personal pronouns are ones that showed by their form whether they refer to the speaker, those spoken to, or those spoken about Millie and Paniene (1976 cited in Nurislami,. 2004 : 7)

There are five forms of pronouns in English: subject pronouns, complement pronouns (object pronouns), possessive pronouns, possessive adjective and reflexive pronouns (Cliffs 1995:78). Before explanation about them, the writer will give the meaning of pronouns. Pronoun is word used instead of noun (Oxford Learner's Pocket Dictionary, Manser, 1991:330). After knowing the meaning of pronoun, the writer will explain kinds of pronouns. Based on A Cliffs (1995:78).

a. Subject pronouns

Subject pronouns occur in the subject position of a sentence or after the verb be.

Example : I, you, we, they, he, she, it.

- I am going to the store
- **We** have lived here for twenty years
- **She and I** have seen this movie before
- **George and I** would like to leave now

b. Complement pronouns

Complement pronouns occur in complement position, whether they complement a verb or a preposition. Example : me, you, him, her, it, us, you, them.

- They called **us** on the telephone
- The teacher gave **him** a bad grade
- John told **her** a store
- Mary is going to class with **me**

c. Possessive adjectives

Possessive adjectives are not the same as possessive pronouns. These simply modify, rather than replace, nouns ; possessive pronouns replace nouns, possessive forms indicate ownership. Example : my, your, his, her, its, our, your, their.

- john is eating **his dinner**
- this is not **my book**
- the cat has injured **its food**
- she forgot **her homework** this morning.

d. Possessive pronouns

These pronouns cannot precede a noun. They are pronouns and thus replace the noun. Example : mine, yours, his, hers, its, ours, yours, theirs.

- This is my book. This is **mine**
- Our books are heavy. **Ours** are heavy
- Their coats are too small. **Theirs** are too small

e.reflexive pronouns

These pronouns usually follow the verb and indicate that the subject is both giving and receiving that action. Example : myself, yourself, himself, herself, itself, ourselves, yourself, themselves.

- I washed **myself**
- He sent the letter to **himself**
- We hurt **ourselves** playing football

Besides these, there is the other pronoun. It is relative pronouns. the pronoun which introduces a relative clause is known as a relative pronoun. Example : who, which, that. (Longman Dictionary of Language Teaching and Applied Linguistics, Richard et al, 1999: 314)

Relative pronoun consists of : who, whom, whose, that and which. (Modern English Grammar, Djalinus Sjah and Azinar Enong, 1977 :24)

Example:

The man who came yesterday is my teacher

The man whom you called is my uncle

The book that I bought yesterday is good

The animal which he caught is a tiger

In this case, the writer only takes personal pronouns (subject form and object form).

Based Vivian Horn (1977: 56), personal pronouns have more than one form, when a pronoun is the subject of a sentence, you use the subject form. When a pronoun is the object of a verb, you usually use the object form, here are the two forms for review.

	Subject Form	Object Form
Singular	I	Me
	You	You
	He	Him
	She	Her
	It	It
Plural	We	Us
	You	You
	They	Them

Examples : I saw Betty. Betty saw **me**

You saw Betty. Betty saw **you**

He saw Betty. Betty saw **him**

She saw Betty, Betty saw **her**

In Indonesia, pronoun can be called as “ kata ganti”. It means that a pronoun can be changed a place of person, nouns and things. Umar Bakri (no year cited in Mimi Saprililia 2006: 1).

According to Marcella Frank (1972: 21) personal pronouns refer to :

1. The speaker, called that first person
 - The singular I (spelled with a capital letter)
 - The plural we (Include that speaker and the one more others)
2. The person spoken to, called the second person – you (singular and plural)
3. The person or thing being spoken of, called the third person singular
 - He (for male), She (for female)
 - It (for things: also for lives beings whose is unknown and important to the speaker)

Plural – they (for all live beings and for all things)

According to Azar (1989:226), there are kinds of personal pronouns agreement with nouns, agreement with indefinite pronouns (everyone, everybody, everything, someone, somebody, something, anyone, anybody, anything, no one, no body, nothing), agreement with collective nouns(audience, class, committee, group etc).

For example:

a. Personal pronouns agreement with nouns

- A student walked into the room. She was looking for the teacher.
- Some students walked into the room. They were looking for the teacher.

b. Personal pronouns agreement with indefinite pronouns

- Somebody left his book in the desk.
- Everyone has his or her own ideas.

a. Personal pronouns agreement with collective nouns

- My family is large, it is composed of nine members.
- My family is loving and supportive. They are always ready to help me.

c. Nature of Narrative Paragraph

Based on Syafi'i, et al (2007:1), a paragraph is a unit of information in writing that unified by a central idea. It means that in a paragraph must have a topic sentence either at the beginning, the middle or at the end paragraph.

Paragraphs are intended to indicate when one sequence of thought ends and another begins. In addition, Donald et al (1991 cited in Meri Susanti,. 2008: 14) adds that an effective paragraph, for writer or reader, has several distinguishing features: (1) it focuses on one major idea, (2) it provides enough details to develop idea, (3) it holds the reader's attention, and (4) it is sensibly organized.

A paragraph is made up of three kinds of sentences that develop the writer's main idea, opinion, or feeling about a topic. These sentences are (1) the topic sentence, (2) supporting sentence, and (3) the concluding sentences (Syafi'i, et al, 2007:2).

1. Topic sentence

Topic sentence is the most general statement of the paragraph. It is the key sentence because it names the topic and the central idea: the writer's main idea, opinion, or feeling about that topic.

2. Supporting Sentence

supporting sentence consists of two kinds: major supporting sentence is a sentence that directly supports the idea impressed in the topic sentence. A minor supporting sentence directly supports the major supporting sentence and the same time indirectly supports the topic sentence.

3. Concluding Sentence

The concluding sentence is like the topic sentence because both are general statement. The concluding statement is also a general statement, but it is the last sentence and end the paragraph.

According to Syafi'i et al (2007:16), there are several ways of developing a paragraph: by narration, by description and exposition, by comparison and contrast by cause and effect. But in this case, the write only takes narrative paragraph writing.

Writing is not an easy work and it needs a long time to practice. It is very necessary to be learned because it is one of the language skills and the students must master it. Especially in narrative writing.

Jacobs, et al, (1981: 90) said that there are five components of writing that must take in writer's consideration in writing a composition. They are as follows:

1. Content. The writers have an ability to think creatively to develop their ideas.
2. Organization. The writers have fluent expression following the ideas. Clearly stated or supported, well relationship between paragraphs, logical, and sequencing.
3. vocabulary. The writer have a lot of words and idioms to convey intended information, attitudes, and feelings. They can also use the appropriate words including prefix, suffix, and idiom.
4. language use. The writers can apply the basic agreement between sentences, tenses, word orders, articles, pronouns, and prepositions.
5. Mechanics. The writers are able to write good spelling, punctuation, capitalization, paragraphing, and handwriting.

According to Horn (1977 : 9), narration tells " what happened". It tells a story and it is usually organized the sentences in apiece of writing according to time order. In narrative writing, we try to write our experiences and it needs time order and chronological events. Normally in narrative writing, we use tenses that is simple past tense.

In addition, Syafi'i et al (2007: 53) said that Narration is storytelling. Whether it tells a true story or fiction. A narrative essay gives an account of one or more experiences. It tells a story to make point or explain an idea or event.

Based on Hornby (1973 cited in Syafi'i et al, 2007: 53) narrative means story or orderly account of events. So in narration the essay usually tries to write a composition based on his or her personal experience. Narrative paragraph can be enjoyable to write and to read.

The factors that can influence the students' ability in using personal pronouns in narrative paragraph are influenced by several factors : it can come from inside and outside of the students.

According to Purwanto(2003 cited in Desmi,2008 : 15-16) there are two factors that can influence students' ability. They are :

1. Internal factors

It includes:

a. Students' healthy

Students should keep their health(physic and mental) in order to keep their spirit in learning.

b.Students' intelligence and talent

Generally, students who have the high intelligence will be more successful in their learning than the low one, talent is natural ability to do something well(oxford dictionary : 2004:440).

c.Students' interest

Interest is desire to learn or know about something, students that have more learning interest will get a good achievement on his or her study.

d. Students' motivation

Motivation is everything that can promote students to do something.

e. Learning approach

It includes students' technique, method.

2. External factor

It includes the condition of family environment, social, environment and also school environment.

B. Relevant Research

As a matter of fact, there are a lot of previous researches regarding with the analysis of students' ability in personal pronouns, one of which was conducted by Nurislami (2004) an analysis on process taken by students ability in using personal pronouns and possessive at MTS AIR TIRIS. The research was only in the form of descriptive. The writer took 30 students to be his sample of the research. The total number of population was 200 students. The writer just wanted to find out the students ability in using personal pronouns and possessive. In his research, he said that students of MTS AIR TITIS were still low in using personal pronouns. It can be seen from the average score is 44,78%. It is in poor category. In this case, the writer gives suggestions for students as follows: the students still need a specific quittance as to increase their ability in using personal pronouns and possessive pronouns. The teacher must explain in detail what elements or aspects that should be covered in structure, especially on the elements used in personal pronouns and possessive pronouns.

The other researcher has been done by Mimi Saprililia (2007). She did a research about the study on the level of difficulties in understanding pronouns for the second year

students at MTS NAUMBAY AIR TIRIS. The writer used descriptive research because she just wanted to find out level of difficulties in understanding pronouns. The writer only took 57 students from two classes to be her sample. In her research, she said that the students were difficult in using pronoun. She also said that the grammar is the most difficult skill for them. Many students faced difficulties in understanding grammar subject, the difficulties were maybe caused by their interest toward English is still lower. She said that observing the result of data can be seen that pronouns are difficult for the second year students of MTS NAUMBAY to understand, while pronouns which easy by students is pronouns in subject pronouns (52%), the students got easy level. the writer gave suggestion as follows : the first is the teacher should pay more attention to teach pronouns especially to difficult ones. The teacher can use different and appropriate teaching methods in order to improve the students' ability by giving more examples. The second is the students should practice the using of pronouns in classroom activities. The third is the students should be more diligent to read many books about grammar.

After seeing these relevant research, so the writer is interested to conduct a research on students' ability in using personal pronouns in narrative paragraph.

C. Operational Concept

Operational concept is very important used to avoid misunderstanding and misinterpretation. It is a concept employed to clarify the theories used this research.

The operational concept of the study can be seen in the follows indicators:

1. The students are able to use the personal pronouns in narrative paragraph.
2. The students are able to differentiate the forms of personal pronouns in narrative paragraph.

3. The students are able to use the personal pronouns of subject (I, you, we , they, he, she, it) in narrative paragraph.
4. The students are able to use the personal pronouns of object (me, you, us, them, him, her, it) in narrative paragraph.
5. The students are able to do the exercise on subject pronouns in narrative paragraph.
6. The students are able to do the exercise on object pronouns in narrative paragraph.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research design is a use personal pronouns in narrative qualitative research. This research describes the students' ability in using personal pronouns in narrative paragraph.

B. Location and Time of The Research

This study has been conducted at SMA N 1 Duri. The school is located on Sebang Duri, Riau. The time of the research was in Desember 2008.

C. Subject and object of the research

The subject of the study was the students of SMA N 1 Duri. The object of the study was the students' ability in using personal pronouns in narrative paragraph.

D. Population and Sample of Study

The population of this research is all students of the second year students of SMU N1 Duri. They consist of 8 classes which is divided into two programs. They are science and social. The total number is 319 students. The writer takes 15% as sample. It is relevant to Arikunto's opinion (2006: 134). He says that if the population is less than 100 respondents we can take all of them. But if more than 100 respondents, it can be taken 10%-15% or 20%- 25% or more. Sample of this research is taken by using total random sampling. So, the sample is 15% of 319 students. They are 48 students.

Table I
The Population of The Second Year Students of SMU N 1 Durl

Class	Population			Sample
	Male	Female	Total	
2 IPA 1	18	22	40	6
2 IPA 2	18	20	38	6
2 IPA 3	18	22	40	6
2 IPA 4	19	23	42	6
2 IPS 1	19	22	41	6
2 IPS 2	18	20	38	6
2 IPS 3	18	22	40	6
2 IPS 4	18	20	40	6
Total	146	171	319	48

E .Techniques of Data Collection

a. Test

This technique is used to collect the data about students ability in using personal pronouns in narrative writing. It is done by giving the students 3 topics that they can choose one of them to make an essay, which the students must be able to determine the case of both subject and pronouns well, because students must pay attention by students in making narrative, and the elicit information of the factor, that influence the students' ability in using personal pronouns in narrative paragraph. The writer uses five aspects of writing to measure the students' ability in using personal pronouns.

a. Interview

Interview is done to confirm a result of the test of students' ability in using personal pronouns in narrative paragraph. Arikunto (2006:155) states that interview is a dialogue between interviewer and object people in order to find information from them. Technique is used to support all of information from students about the factors influence the students' ability in using personal pronouns in narrative paragraph.

F. Techniques of Data Analysis

The data collected will be analyzed and interpreted by using qualitative scores to get summary (Suharsini Arikunto, 1998: 246). In this case, the writer uses 5 categories: very good, good, enough, less and bad. In order to get description of this answer given by students, the data analyzed using formula as follows:

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = number of frequency

N = number of respondents

In order to find out the categories of students ability in using personal pronouns in narrative, the writer presents class friction of the scores are as follow :

Very good (A) : 80-100

Good (B) : 70-79

Enough(C) : 60-69

Less (D) :50-59

Bad (E) : 0- 49

Doc. Academic information and quittance book (2003 cited in Fina Varita,. 2007 : 21)

To know mean score of students' ability in using personal pronouns in narrative paragraph (Hartono, 2004: 30)

$$M_x = \frac{\sum x}{N}$$

M_x = Mean or Average score

$\sum x$ = The sum of score and frequency

N = Number of case

There are two readers who score students' writing. They are Mr. Fauzan Anshori and Mr. Rasyid Ritonga. The first reader is Mr. Fauzan Anshori. He is a writing lecturer of the English Education Department. He also teaches other subject such as: morphology, semantics, TEFL, course design, curriculum and development (Fina Varita, 2007: 22). The second is Mr. Rasyid Ritonga. He teaches literature in ELT at the English Education Department.

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

In this chapter, the writer will present the data that had been gathered from the research before. Then, the data will be analyzed in qualitative description.

A. Data Presentation

1. The students' ability in using personal pronouns in narrative paragraph

Table II
The Students' Score in Using Subject Pronouns in Narrative Paragraph

No	Students	F	N	Scores	Category
1.	Student 1	25	30	83.33	Very good
2.	Student 2	18	22	81.81	Very good
3.	Student 3	7	12	58.33	Less
4.	Student 4	7	11	63.63	Enough
5.	Student 5	9	16	56.25	Less
6.	Student 6	13	15	86.67	Very good
7.	Student 7	8	10	80	Very good
8.	Student 8	15	17	88.23	Very good
9.	Student 9	24	34	70.58	Good
10.	Student 10	7	12	58.33	Less
11.	Student 11	10	12	83.33	Very good
12.	Student12	5	8	62.5	Enough
13.	Student13	12	17	70.58	Good
14.	Student 14	20	27	74.07	Good
15.	Student15	12	16	75	Good
16.	Student 16	20	26	76.92	Good
17.	Student 17	6	14	42.85	Bad
18.	Student18	12	18	66.67	Enough
19.	Student 19	7	12	58.33	Less
20.	Student 20	12	17	70.59	Good

21.	Student21	10	13	76.92	Good
22.	Student 22	17	20	85	Very good
23.	Student 23	3	5	60	Enough
24.	Student24	18	23	78.26	Good
25.	Student 25	17	19	89.47	Very good
26.	Student 26	12	15	80	Very good
27.	Student27	14	17	82.35	Very good
28.	Student 28	15	18	83.33	Very good
29.	Student 29	28	32	87.5	Very good
30.	Student30	16	22	72.72	Good
31.	Student 31	11	15	73.33	Good
32.	Student 32	8	11	72.72	Good
33.	Student33	11	13	84.61	Very good
34.	Student 34	10	12	83.33	Very good
35.	Student 35	21	28	75	Good
36.	Student36	5	6	83.33	Very good
37.	Student 37	8	11	72.72	Good
38.	Student 38	10	13	76,92	Good
39.	Student39	9	11	81.81	Very good
40.	Student 40	20	24	83.33	Very good
41.	Student 41	13	15	86.67	Very good
42.	Student42	16	18	88.89	Very good
43.	Student 43	18	20	90	Very good
44.	Student 44	8	10	80	Very good
45.	Student45	7	9	77.78	Good
46.	Student 46	8	12	66.67	Enough
47.	Student 47	13	15	86.67	Very good
48.	Student48	16	18	88.89	Very good

Table III
Table Percentage of subject pronouns

No	Category	Frequency	Percentage
1	Very good	23	47,91%
2	Good	15	31,25%
3	Enough	5	10,41%
4	Less	4	8,33%
5	Bad	1	2,08%
	Total	48	100%

Table IV
The Students' Score in Using Object Pronouns in Narrative Paragraph

No	Students	F	N	Score	Category
1	Student 1	10	13	76.92	Good
2	Student 2	4	7	57.14	Less
3	Student 3	3	7	42.85	Bad
4	Student 4	4	7	57.14	Less
5	Student 5	2	7	28.57	Bad
6	Student 6	4	7	57.14	Less
7	Student 7	3	5	60	Enough
8	Student 8	4	6	66.67	Enough
9	Student 9	8	12	66.67	Enough
10	Student 10	4	6	66.67	Enough
11	Student 11	4	5	80	Very good
12	Student 12	4	6	66.67	Enough
13	Student 13	3	5	60	Enough
14	Student 14	8	11	72.72	Good
15	Student 15	5	9	55.56	Less
16	Student 16	9	15	60	Enough

17	Student 17	3	10	30	Bad
18	Student 18	5	9	55.56	Less
19	Student 19	4	7	57.14	Less
20	Student 20	5	9	55.56	Less
21	Student 21	5	7	71.42	Good
22	Student 22	4	6	66.67	Enough
23	Student 23	3	4	75	Good
24	Student 24	5	8	62.5	Enough
25	Student 25	7	9	77.78	Good
26	Student 26	5	7	71.42	Good
27	Student 27	4	11	36.36	Bad
28	Student 28	5	7	71.43	Good
29	Student 29	10	13	76.92	Good
30	Student 30	6	11	54.54	Less
31	Student 31	3	6	50	Less
32	Student 32	3	5	60	Enough
33	Student 33	5	7	71.42	Good
34	Student 34	3	4	75	Good
35	Student 35	8	11	72.72	Good
36	Student 36	2	3	66.67	Enough
37	Student 37	3	4	75	Good
38	Student 38	2	5	40	Bad
39	Student 39	3	4	75	Good
40	Student 40	7	9	77.78	Good
41	Student 41	2	4	50	Less
42	Student 42	2	3	66.67	Enough
43	Student 43	3	5	60	Enough
44	Student 44	1	3	33.33	Bad
45	Student 45	2	5	40	Bad
46	Student 46	2	4	50	Less
47	Student 47	2	3	66.67	Enough
48	Student 48	3	9	33.33	Bad

Table V
Table percentage of object pronouns

No	Category	Frequency	Percentage
1	Very good	1	2,08 %
2	Good	14	29,16 %
3	Enough	14	29,16 %
4	Less	11	22,91 %
5	Bad	8	16,67 %
	Total	48	100 %

Table VI
The students' Score Ability in Using Personal Pronouns in Narrative Paragraph

No	Students	Kinds of personal pronouns		Amount	Average	Category
		subject	object			
1	Student 1	83,33	76,92	160.25	80.12	Very good
2	Student 2	81,81	57.14	138.95	69.47	Enough
3	Student 3	58.33	42.85	101.18	50.59	Less
4	Student 4	63.63	57.14	120.77	60.38	Enough
5	Student 5	56.25	28.57	84.82	42.41	Bad
6	Student 6	86.67	57.14	143.81	71.90	Good
7	Student 7	80	60	140	70	Good
8	Student 8	88.23	66.67	154.9	77.45	Good
9	Student 9	70.58	66.67	137.25	68.62	Enough
10	Student 10	58.33	66.67	125	62.5	Enough
11	Student 11	83.33	80	163.33	81.66	Very good
12	Student 12	62.5	66.67	129.17	64.58	Enough
13	Student 13	70.58	60	130.56	65.29	Enough
14	Student 14	74.07	72.72	146.79	73.39	Good
15	Student 15	75	55.56	130.56	65.28	Enough
16	Student 16	76.92	60	136.92	68.46	Enough
17	Student 17	42.85	30	72.85	36.42	Bad
18	Student 18	66.67	55.56	122.23	61.11	Enough

19	Student 19	58.33	57.14	115.47	57.73	Less
20	Student 20	70.59	55.56	126.15	63.07	Enough
21	Student 21	76.92	71.42	148.34	74.17	Good
22	Student 22	85	66.67	151.67	75.83	Good
23	Student 23	60	75	135	67.5	Enough
24	Student 24	78.26	62.5	140.76	70.38	Good
25	Student 25	89.47	77.78	167.25	83.62	Very good
26	Student 26	80	71.42	151.42	75.71	Good
27	Student 27	82.35	36.36	118.71	59.35	Less
28	Student 28	83.33	71.43	154.76	77.38	Good
29	Student 29	87.5	76.92	164.42	82.21	Very good
30	Student 30	72.72	54.54	127.26	63.63	Enough
31	Student 31	73.33	50	123.33	61.66	Enough
32	Student 32	72.72	60	132.72	66.36	Enough
33	Student 33	84.61	71.42	156.03	78.01	Good
34	Student 34	83.33	75	158.33	79.16	Good
35	Student 35	75	72.72	147.72	73.86	Good
36	Student 36	83.33	66.67	150	75	Good
37	Student 37	72.72	75	147.72	73.86	Good
38	Student 38	76.92	40	116.92	58.46	Less
39	Student 39	81.81	75	156.81	78.40	Good
40	Student 40	83.33	77.78	161.11	80.55	Very good
41	Student 41	86.67	50	136.67	68.33	Enough
42	Student 42	88.89	66.67	155.56	77.78	Good
43	Student 43	90	60	150	75	Good
44	Student 44	80	33.33	113.33	56.66	Less
45	Student 45	77.78	40	117.78	58.89	Less
46	Student 46	66.67	50	116.67	58.33	Less
47	Student 47	86.67	66.67	153.34	76.67	Good
48	Student 48	88.89	33.33	122.22	61.11	Enough

2. The factors influence the students' ability in using personal pronouns in narrative paragraph.

After doing the test, the writer interviewed 10 students about the students' ability in using personal pronouns in narrative paragraph at SMA N 1 Duri. The purpose is to know factors that influence students in using personal pronouns in narrative paragraph.

In collecting the interview data, the writer asked some questions to students by using tape recorder. The conversations between students and writer can be drawn follows:

a. Conversation 1

The write : "Do you like studying English?"

Student 1 : " yes, I do"

The writer : "Do you know personal pronouns?"

Student 1 : " yes, I do"

The writer : " What are personal pronouns based on your understanding?"

Student 1 : " Personal pronouns consist of subject and object. They are I, you, we, they, him, her, us, them, me."

The writer : " Do you find any difficulties in learning studying personal pronouns?" what are they?"

Student 1 : " yes, I do. I can not differentiated between them."

The writer : " Does your teacher teach personal pronouns well?"

Student 1 : " yes, she does"

The writer : " Do you have grammar book?"

Student 1 : yes, I do"

- The writer : “ Do you know narrative paragraph?”
- Student 1 : “ yes, I do”
- The writer : “ Do you come to English class on time?”
- Student 1 : “ yes, I do”
- The writer : “ Do you find any difficulties in arranging narrative paragraph?”
- Student 1 : “ yes, I do”
- The writer : “ What are your difficulties in arranging narrative paragraph?”
- Student 1 : “ I do not know and I can not arrange narrative.

b. Conversation 2

- The writer : “ Do you like studying English?”
- Student 2 : “ yes, I do”
- The writer : “ Do you know personal pronouns?”
- Student 2 : “ yes, I do”
- The writer : “ What are personal pronouns based on your understanding?”
- Student 2 : “ I, you, we, they, he, she, it, him, her, them, us”
- The writer : “ Do you find any difficulties in learning studying personal pronouns? What are they?”
- Student 2 : “ yes, I do. I do not know personal pronouns as subject and object”
- The writer : “ Does your teacher teach personal pronouns well?”
- Student 2 : “ yes, she does”
- The writer : “ Do you have grammar book?”
- Student 2 : “ no, I do not have”

The writer : “ Do you know narrative paragraph?”

Student 2 :” no, I do not”

The writer :” Do you come to English class on time?”

Student 2 : “ yes, I do”

The writer : “ Do you find any difficulties in arranging narrative paragraph?”

Student 2 : “ yes, I do”

The writer : “ What are your difficulties in arranging narrative paragraph?”

Student 2 : “ I do not know about vocabulary”

a. Conversation 3

The writer : “ Do you like English?”

Student 3 : “ yes, I do”

The writer : “ Do you know personal pronouns?”

Student 3 : “ yes, I do”

The writer : “ What are personal pronouns based on your understanding?”

Student 3 : “ I, you, We, they, he, she, it, them, him, her, us.”

The writer : “ Do you find any difficulties in learning studying personal pronouns? What are they?”

Student 3 : “ yes, I do. I do not know personal pronouns as object”

The writer : “ Does your teacher teach personal pronouns well?”

Student 3 : “ yes, she does”

The writer : Do you have grammar book?”

Student 3 : “ no, I do not have”

The writer : “ Do you know narrative paragraph?”

Student 3 : “no, I do not”

The writer : “ Do you come to English class on time?”

Student 3 : “ yes, I do”

The writer : “ Do you find any difficulties in arranging narrative paragraph?”

Student 3 : “ yes, I do”

The writer : “ What are your difficulties in arranging narrative paragraph?”

Student 3 : “ I can not tell about my experiences”

b. Conversation 4

The writer : “ Do you like English?”

Student 4 : “ yes, I do”

The writer : “ Do you know personal pronouns ?”

Student 4 : “ yes, I do”

The writer : “ What are personal pronouns based on your understanding?”

Student 4 : “ The change of self and noun”

The writer : “ Do you find any difficulties in learning studying personal pronouns?” what are they?”

Student 4 : “ no, I do not”

The writer : “ Does your teacher teach personal pronouns well?”

Student 4 : “ yes, she does”

The writer : “ Do you have grammar book?”

Student 4 : “ yes, I have”

- The writer : Do you know narrative paragraph?"
- Student 4 : yes, I do"
- The writer : "Do you come to English class on time?"
- Student 4 : " yes, I do"
- The writer : " Do you find any difficulties in arranging narrative paragraph?"
- Student 4 : " yes, I do "
- The writer : " What are your difficulties in arranging narrative paragraph?"
- Student 4 : " I do not master vocabularies"

c. Conversation 5

- The writer : "Do you like studying English?"
- Student 5 : " yes, I do"
- The writer : " Do you know personal pronouns?"
- Student 5 : " yes, I do"
- The writer : " What are personal pronouns based on your understanding?"
- Student 5 : " Personal pronouns consist of two types. They are subject and object."
- The writer : Do you find any difficulties in learning studying personal pronouns?" what are they?"
- Student 5 : " yes, I do. I can not use personal pronouns well"
- The writer : " Does your teacher teach personal pronouns well?"
- Student 5 : " yes, she does"
- The writer : " Do you have grammar book?"
- Student 5 : " no, I do not have"

The writer : “ Do you know narrative paragraph?”
Student 5 : “ yes, I do”
The writer : “ Do you come to English class on time?”
Student 5 : “ yes, I do”
The writer : “ Do you find any difficulties in arranging narrative paragraph?”
Student 5 : “ yes, I do”
The writer : “ What are your difficulties in arranging narrative paragraph?”
Student 5 : “ I do not how to tell my experiences”

d. Conversation 6

The writer : Do you like studying English?”
Student 6 : “ yes, I do”
The writer : Do you know personal pronouns?”
Student 6 : “ yes, I do”
The writer : What are personal pronouns based on your understanding?”
Student 6 : “ the change of noun and person”
The writer : “Do you find any difficulties in learning studying personal pronouns?”
Student 6 : no, I do not”
The writer : Does your teacher teach personal pronouns well?”
Student 6 : “ yes, she does”
The writer : “ Do you have grammar book?”
Student 6 : “ no, I do not have”
The writer : Do you know narrative paragraph?”

Student 6 : “ yes, I do”

The writer : “ Do you come English class on time?”

Student 6 : “ yes, I do”

The writer : “ Do you find any difficulties in arranging narrative paragraph?”

Student 6 : yes, I do”

The writer : “ what are difficulties in arranging narrative paragraph?”

Student 6 : “ I do not know differentiate tenses”

e. Conversation 7

The writer : “ Do you like studying English?”

Student 7 : “ yes, I do”

The writer : “ Do you know personal pronouns?”

Student 7 : yes, I do”

The writer : “ What are personal pronouns based on your understanding?”

Student 7 : The change of self and noun”

The writer : “ Do you find any difficulties in learning studying personal pronouns?”

Student 7 : “ yes, I do. I do not know about personal pronouns as subject and object”

The writer : “ Does your teacher teach personal pronouns well?”

Student 7 : “ yes, she does”

The writer : “ Do you have grammar book?”

Student 7 : yes, I do”

The writer : “Do you know narrative paragraph?”

Student 7 : “ yes, I do”

- The writer : Do you come to English class on time?"
- Student 7 : " yes, I do"
- The writer : " Do you find any difficulties in arranging narrative paragraph?"
- Student 7 : " yes, I do"
- The writer : " what are your difficulties in arranging narrative paragraph?"
- Student 7 : " I can not use grammar well"

f. Conversation 8

- The writer : " Do you like studying English?"
- Student 8 : " yes, I do"
- The writer : " Do you know personal pronouns?"
- Student 8 : " yes, I do"
- The writer : " What are personal pronouns based on your understanding?"
- Student 8 : " The change of noun and my self"
- The writer : " Do you find any difficulties in learning studying personal pronouns? What are they?"
- Student 8 : " yes, I do. I do not know about personal pronouns as object"
- The writer : " Does your teacher teach personal pronouns well?"
- Student 8 : " yes, she does"
- The writer : " Do you have grammar book?"
- Student 8 : " yes, I do"
- The writer : " Do you know narrative paragraph?"
- Student 8 : " yes, I do"

The writer : “ Do you come to English class on time ? “

Student 8 : “ yes, I do”

The writer : “ Do you find any difficulties in arranging narrative paragraph?’

Student 8 : “ yes, I do”

The writer : “ What are your difficulties in arranging narrative paragraph?”

Student 8 : “I cannot arrange narrative well”

g. Conversation 9

The writer : “ Do you like studying English?”

Student 9 : “ yes, I do”

The writer :” Do you know personal pronouns?”

Student 9 : “ yes, I do”

The writer : “ What are personal pronouns based on your understanding?”

Student 9 : “ Personal pronouns consist of two types. They are as subject and object”

The writer : “ Do you find any difficulties in learning studying personal pronouns?
what are they ?”

student 9 : “ no, I do not”

the writer : “ Does your teacher teach personal pronouns well?”

student 9 : “ yes, she does”

the writer : “ Do you have grammar book?”

student 9 : “ yes, I have”

the writer : Do you know narrative paragraph?”

student 9 : “ yes, I do”

the writer : Do you come to English class on time?"

student 9 : "yes, I do"

the writer : " Do you find any difficulties in arranging narrative paragraph?"

student 9 : "yes, I do"

the writer : "what are your difficulties in arranging narrative paragraph?"

student 9 : "I cannot arrange the sentences"

h. Conversation 10

The writer : " Do you like studying English?"

Student 10 : " yes, I do"

The writer : " Do you know personal pronouns?"

Student 10 : " yes, I do"

The writer : " What are personal pronouns based on your understanding?"

Student 10 : " The change of self"

The writer : " Do you find any difficulties in learning personal pronouns ?"what are they?"

Student 10 : "yes, I do. I do not know about personal pronouns well"

The writer : Does your teacher teach personal pronouns well?"

Student 10 : " yes, she does"

The writer : " Do you have grammar book?"

Student 10 : " yes, I do"

The writer : " Do you know narrative paragraph?"

Student 10 : " yes, I do"

The writer : “ Do you come to English class on time?”

Student 10 : “ yes, I do”

The writer : “ Do you find any difficulties in arranging narrative paragraph?”

Student 10 : “ yes, I do”

The writer : “ what are your difficulties in arranging narrative paragraph?”

Student 10 : “ I cannot arrange words in good grammar”

Based on those dialogues above, the writer can take a conclusion that there are many factors that influence students in using personal pronouns. There are two factors: internal and external factors.

a. Internal factors

1. Some of the students are interested to study English, so they can get a good achievement on their study.
2. Some of students find difficulties in learning personal pronouns because they do not understand them.

b. External factors

1. Some of students have grammar book, it will help them to understanding English well.
2. Some of the students come to English class on time, it will make them more concentrate in teaching and learning process.
3. Teacher teaches personal pronouns and narrative paragraph well.

B. Data Analysis

1. The students' ability in using personal pronouns in narrative paragraph.

The writer presents the score categories such as: very good, good, enough, less, bad.

Very good (A) : 80-100

Good (B) : 70-79

Enough (C) : 60-69

Less (D) : 50-59

Bad (E) : 0 -49

The writer analyzed the data by using formula :

$$P = \frac{F}{N} \times 100\%$$

- a. The students score categorized into very good(80-100) are in number 1-11-25-28-40. The score is 80.12-81.66-83.62-77.38-80.55

$$P = \frac{F}{N} \times 100\% \quad P = \frac{5}{48} \times 100\% = 10.4\%$$

- b. The students score categorized into good (70-79) are in number 6-7-8-14-21-22-24-26-28-33-34-35-36-37-39-42-43-47. The score is 71.90-70-77.45-73-39-74.17-75.83-70.38-76.71-77.38-78.01-79.16-73.86-75-73.86-78.40-77.78-75-76.67.

$$P = \frac{F}{N} \times 100\% \quad P = \frac{18}{48} \times 100\% = 37.5\%$$

- c. The students score categorized into enough (60-69) are in number 2-4-9-10-12-13-15-16-18-20-23-30-31-32-41-48. The score is 69.47-50.59-68.62-62.5-64.58-65.29-62.46-61.11-63.07-67.5-63.63-61.66-66.36-68.33-61.11.

$$P = \frac{F}{N} \times 100\% \quad P = \frac{16}{48} \times 100\% = 33.$$

- d. The students score categorized into less (50-59) are in number 3-19-27-38-44-45-46. The score is 50.59-57.73-59.35-58.46-56.66-58.89-58.33.

$$P = \frac{F}{N} \times 100\% \quad P = \frac{7}{48} \times 100\% = 14.6\%$$

- e. The students score categorized into bad (0-49) are in number 5-17. The score is 42.41-36.42

$$P = \frac{F}{N} \times 100\% \quad P = \frac{2}{48} \times 100\% = 4.17\%$$

After analyzing the data, the writer concludes their percentages. It can be seen that the percentage of students' ability in using personal pronouns in narrative paragraph as follow :

Table VII
The percentage of students' ability in using personal pronouns
in narrative paragraph

No	Classification	Score	Frequency	Percentage
1	Very good	80-100	5	10.4%
2	good	70-79	18	37.5%
3	Enough	60-69	16	33.3%
4	Less	50-59	7	14.6%
5	Bad	0-49	2	4.17%
	Total		48	100%

Based on the table above, 48 students who took the writing test, 5 (10,4%) of students are in very good category, 18 (37,5%) of students are in good category, 16 (33,3%) of students are in enough category, 7 (14,6%) of students are in less category, and 2 (4,17%) of students are in bad category. It can be concluded that level of ability of SMA N 1 of second year is in good category because it is the highest percentage.

The students' ability in using personal pronouns in narrative paragraph in this research is in good categories. It can be interpreted that the students' ability in using personal pronouns in narrative, in general, is not difficult for the students. Hence they can put personal pronouns well in narrative paragraph.

The student's ability in using personal pronouns in narrative paragraph is as follows:

A. The student's ability in using subject pronouns in narrative

1. The students' score categorized into very good are students' number 1, 2, 6, 7, 8, 11, 22, 25, 26, 27, 28, 29, 33, 34, 36, 39, 40, 41, 42, 43, 44, 47 and 48
2. The students' score categorized into good are in students' number 9, 13, 14, 15, 16, 20, 21, 24, 30, 31, 32, 35, 37, 38 and 45
3. The students' score categorized into enough are in students' number 4, 12, 18, 23 and 46
4. The students' score categorized into less are in students' number 3, 5, 10 and 19
5. The students' score categorized into bad are in students' number 17

$$M = \frac{\sum X}{N}$$

$$= \frac{3656,22}{48} = 76,17$$

it means that the students' ability in subject is categorized into good

B. Students' ability in using object pronouns in narrative paragraph

1. The students' score categorized into very good are in students' number 11

2. The students' score categorized into good are in students' number 1, 14, 21, 23, 25, 26, 28, 29, 33, 34, 35, 37, 39 and 40
3. The students' score categorized into enough are in students' number 7, 8, 9, 10, 12, 13, 16, 22, 24, 32, 36, 42, 43 and 47
4. The students' score categorized into less are in students' number 2, 4, 6, 15, 18, 19, 20, 30, 31, 41 and 46
5. The students' score categorized into bad are in students' number 3, 5, 17, 27, 38, 44, 45 and 48

$$M = \frac{\sum X}{N}$$

$$\frac{2900,61}{48} = 60,42$$

It means that the students' ability in object is categorized into enough

2. The factors influence the students' ability in using personal pronouns in narrative paragraph.

Based on the result of dialogues, the writer can take a conclusion that there are many factors that influence students in using personal pronouns. There are two factors: internal and external factors.

a. Internal factors

1. Some of the students are interested to study English, so they can get a good achievement on their study.
2. Some of students find difficulties in learning personal pronouns because they do not understand them.

3. Some of students have good attitudes in teaching and learning process. They listen to the teacher's explanations about materials.
4. Some of students have motivations in teaching and learning process, especially in grammar.

b. External factors

1. Some of students have grammar book, it will help them to understanding English well.
2. Some of the students come to English class on time, it will make them more concentrate in teaching and learning process.
3. Teacher teaches personal pronouns and narrative paragraph well
4. Some of students get support from their parents in learning at home, especially English subject.
5. Teachers have good knowledge and science in explaining the lesson, especially grammar subject.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the writer make conclusion as follows :

The first formulation is the students' ability in using personal pronouns in narrative paragraph. After conducting this research , the writer finds that the students' ability in using personal pronouns in narrative paragraph at second years of SMA N 1 Duri is categorized into good.

The percentage of students' ability in using personal pronouns in narrative paragraph is 37,5 %. It means that the students are able to use personal pronouns in narrative paragraph well. The result shows that :

- a. The students' ability in using subject pronouns in narrative paragraph is categorized into "good" (score :76,17%)
- b. The students' ability in using object pronouns in narrative paragraph is categorized into "enough" (score :60,42%)

Based on the result showed, it is concluded that object pronouns is the most difficult aspect of personal pronouns in narrative paragraph.

The second formulation is the factors that influence the students' ability in using personal pronouns in narrative paragraph. There are two factors that influence the students' ability in using personal pronouns in narrative paragraph. They are internal factor and external factor. In the second formulation, the writer uses interview as qualitative research to support the data quantitative research.

The factors that influence the student's ability in using personal pronouns in narrative paragraph are some of students interested to study English, some of them get difficulties to use personal pronouns in narrative paragraph, the students have motivation in studying, they come to English class on time and they also have English book especially grammar books, teacher also has a good method in teaching and learning process.

B. Suggestion

Based on the result of study, the writer would like to offer some suggestions to be considered. They are as follows:

- ❑ The students have to practice themselves at home in order to improve their ability in English, especially in grammar in narrative paragraph. Because the more practice we do, the more success we get.
- ❑ The students should master kinds of personal pronouns and more exercises in writing paragraph.
- ❑ The English teachers should give more attention in explaining the English lesson, especially in grammar and writing.
- ❑ The teacher gives some explanations, exercises, and home works especially in personal pronouns and writing.
- ❑ The students are suggested to study hard about the personal pronouns and writing.
- ❑ The students should have English books, especially grammar books and writing, because it is very essential in order to increase knowledge of students about the lesson.

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